

# Pupil premium and Covid recovery strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data		
School name	Greenmount Primary School		
Number of pupils in school	<b>21/22</b> 416 (YR-Y6)	<b>22/23</b> 418 (YR-Y6)	<b>23/24</b> 419 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	<b>21/22</b> 37% 153 pupils	<b>22/23</b> 35% 146 pupils	<b>23/24</b> 35% 149 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024		
Date this statement was published	November 2021		
Date on which it will be reviewed	Autumn 2022/23/24		
Statement authorised by	Lisa Dixon		
Pupil premium lead	Angela Lee		
Governor / Trustee lead	Robin Goldring		

## Funding overview

Detail	Amount		
Pupil premium funding allocation this academic year	<b>21/22</b> £257,920	<b>22/23</b> £263,910	<b>23/24</b> £256,000
Recovery premium funding allocation this academic year	<b>21/22</b> £22,185 (£145 per PP pupil)	<b>22/23</b> £22,330 (£145 per PP pupil)	<b>23/24</b> £21,605 (£145 per PP pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0		
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>21/22</b> £280,105	<b>22/23</b> £286,240	<b>23/24</b> £277,605

# Part A: Pupil premium strategy plan

## Statement of intent

- By combining the PP funding and Covid recovery funding, our disadvantaged pupils will make as much progress as other pupils and the gap will continue to close thus closing the gap with national data.
- At Greenmount Primary School we have high aspirations and ambitions for our children, and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential; mainly communication skills and low levels of parental involvement. At Greenmount, we are committed to 'diminishing the gap' between vulnerable pupils and their peers. The pupil premium forms a vital part of this process.
- Furthermore, we aim to provide them with an engaging and broad curriculum and access to a variety of enrichment opportunities.
- We take a graduated approach and support all our pupils through quality first wave teaching and then through targeted support for our disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years.
2	Reduced reading comprehension, especially in KS2, due to limited receptive vocabulary. This impacts on all subject areas.
3	Reduced writing skills due to limited language acquisition and real-life experiences.
4	Reduced social and emotional development of PP pupils impacts on their readiness to learn.
5	Reduced reasoning skills due to lower language acquisition, resulting in lower attainment in maths compared to 'other' children nationally. This is improving but not where it should be yet.
6	Persistent Absence and lower punctuality rates are higher for PP pupils than for other pupils, this affects their attainment.

7	Parental engagement for some PP pupils is not as strong as for other pupils, (ie completion of homework and reading at home) and this affects attainment. Parental awareness and opportunities to support children in English is limited due to parent's first spoken language may not be English.
8	Pupils have limited experiences beyond their home life and immediate community.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Pupils with early communication difficulties will be quickly identified and support put in place to close the gap with those pupils on track.</p> <p>Ensure targeted pupils receive high-quality interventions monitored by EYFS leader and SENDCo.</p>	<p>Speech and Language tracker will show the vast majority of pupils have made expected or accelerated progress in the area of Speech and Language.</p> <p>Analysis of interventions will show that they have had a positive impact on the pupils' speech and language skills and has helped in accelerating their progress in this area.</p>
<p>Improve attainment and make rapid progress in reading in KS1 and KS2.</p> <p><b>Imbed reading practices in KS1 and KS2 to consolidate progress made at end of key stage outcomes.</b></p> <p><b>Continue to close the gap between school attainment and national data in reading.</b></p>	<p>Summer 2022 data will show that pupils eligible for PP funding have made rapid progress in both YR classes in reading by the end of the year resulting in a GLD closer to National.</p> <p>Half-termly English hub phonics assessments and screening checks will show the vast majority of pupils making rapid progress. Analysis of results will inform future teaching and interventions.</p> <p>Summer <b>2023/24</b> data will show that pupils eligible for PP funding will have reached age related expectations at the end of KS1 and KS2 in reading. Phonics interventions in KS2 will ensure pupils fill gaps in knowledge</p>
<p>Improve attainment in writing across school in EYFS, KS1 and KS2.</p> <p><b>Improve attainment in writing across school, in particular in KS2.</b></p> <p><b>Embed the writing programme to ensure sustained progress and attainment over time.</b></p>	<p>Summer <b>2023/24</b> data will show that pupils eligible for PP funding have made rapid progress in both YR classes in writing by the end of the year resulting in a GLD closer to National.</p> <p>Summer <b>2023/24</b> data will show that pupils eligible for PP funding will have reached age</p>

	related expectations at the end of KS1 and KS2 in writing.
Pupils with identified social and emotional needs are well supported by school staff so that the needs are removed or alleviated.	Teachers, SENDCo and family support workers identify and support pupils to alleviate barriers to learning through counselling, art therapy, social interaction groups and the use of outside agencies.
To increase attendance rates for Pupil Premium pupils.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to beyond 96%.
<p>Improve attainment in KS1 and KS2 in the area of problem solving within maths to close the gap with national scores.</p> <p><a href="#">Continue to close the gap between school attainment and national data in maths.</a></p>	<p>Analysis of PUMA tests and SATs papers and results will show the gap between scores in arithmetic and problem solving have narrowed thus closing the gap of overall maths scores with National. Embedding Maths Mastery across school and the new mastering of number program in EYFS and KS1 will have an impact on outcomes.</p>
Parents will be supported by class teachers, SENDCo and family support workers to enable increased engagement with pupils' learning.	<p>Records will show the majority of targeted parents attended curriculum meetings and workshops. 100% of parents will have attended parent consultations.</p> <p>Class teachers will show that the vast majority of pupils have read at home and homework tasks have been completed.</p> <p>Vulnerable and 'hard-to-reach' parents will be supported by family support workers and signposted to the JESS cluster.</p>
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day, including visitors, clubs, trips and residential.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 90,950**

**Budgeted cost: £ 58,100**

**Budgeted cost: £ 62,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD from Leeds Galleries and Museums (Gold package) to implement our enquiry-based curriculum across foundation subjects. CPD for foundation subjects. £7800 <b>£2100</b> £5000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	8
Reading and writing leaders to support staff across KS1 and KS2 to implement our amended writing program based on the writing scheme by Jane Considine 'The Write Stuff'. £5150 <b>£4000</b> £4000	Based on research from the EEF on the 7 steps of writing and incorporating work by Jane Considine.	3

<p>Continued work with the Jerry Clay Reading Hub to support staff in the delivery of the 'Floppy's Phonics' scheme. Regular testing to ensure robust pupil outcomes.</p> <p>Matched texts are in supply to ensure all pupils have access to them.</p> <p>£2000  £4800  £3400</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
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<p>Curriculum enrichment through visitors, trips, residentials and work with 'Bushcraft John' across school from Nursery to Y6. Staff to build bushcraft into their medium-term planning to ensure tasks are meaningful and relevant to existing learning.</p> <p>£76,000  <b>£52,000</b>  £50,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>8</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £111,428

**Budgeted cost: £129,932**

Budgeted cost: £96,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Maths leader to oversee the 'Mastering Number' intervention run by the NCETM. Teaching staff in EYFS and KS1 to deliver the intervention. Purchase additional manipulatives for EYFS/KS1 initially. £400 plus <b>£3900</b> <b>£2000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>5</p>
<p>Class teachers to work with identified</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 3, 5</p>



<p>pupils either 1:1 or small group one half day per week in intervention time to address gaps in learning before moving forward.</p> <p>£65000</p> <p>£57,064</p> <p>£80,048</p>		
<p>A Speech and Language Therapist to work in school one day per week to screen EYFS pupils for communication needs, and to support staff in the delivery of interventions for pupils across school.</p> <p>£11,273</p> <p>£11,500</p> <p>£11,700</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p>
<p>The reading leader will continue to monitor the use of the Accelerated Reader programme in KS2 as an individual reading scheme. Additional release time and training to support the delivery of the Accelerated Reader will be needed.</p> <p>The reading</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>2</p>

<p>leader will continue to monitor the reading book stock, for Years 3 and 4 in particular. 'Reading for Pleasure' scheme will be rolled out into Reception and quality texts will be used for this. The reading leader will focus on the reading culture throughout school</p> <p>£20,000</p> <p>£20,000</p> <p>£3000</p>		
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<p>Teachers and support staff to facilitate peer mentoring approach to edit writing of targeted pupils.</p> <p>£10000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	<p>3</p>
<p>EYFS staff to deliver the 'Early Talkboost' speech and language intervention to targeted pupils based on the screening tool used by the Speech and Language therapist.</p> <p>'Early talkboost' and 'Colourful Semantics' to be delivered by an SEND TA to YR pupils.</p> <p>'Talk through topic' approach used across school.</p> <p>£1255 £1368 £1549</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p>

<p>Overstaffing in Years 2 and 6 to enable 'catch-up' interventions and smaller teaching groups to take place. Three smaller classes in Y6 every morning moving back to 2 classes every afternoon.</p> <p>£50,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 3, 5</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,727

Budgeted cost: £98,208

Budgeted cost: £115,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Core Therapeutics' counsellors to work in school 2 hours per week to support the emotional well-being and mental health of targeted pupils.</p> <p>£2,850 £8000 £7,800</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4</p>
<p>Continued use of the JESS Cluster to support pupils and families with social,</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>4</p>

<p>emotional and health needs  £27,166  £27,709  £32,000</p>		
<p>The Attendance Officer to continue to support families to improve attendance across school.  £23,358  £23,305  £21,022</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	6
<p>Family Support Workers to facilitate communication and engagement with school and thus impact children's learning.  £24,353  £29,744  £43,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4, 7
<p>Bookbags and PE hoodies to be purchased for each pupil to ease the financial burden for parents.  Bookbags and PE hoodies for families who need them.  £7,600  £3086</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	4
<p>Two members of staff to undergo training and become accredited Advanced Mental Health Leaders  £1600</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4
<p>'Winston's Wish' bereavement support training for staff and bereavement support for pupils following the Covid pandemic.  £250</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4
<p>Breakfast club to run daily before school starts. Pupils offered warm food and play resources  £12,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4

**Total budgeted cost: £ 280,105**  
**Total budgeted cost: £ 286,284**  
**Total budgeted cost: £ 277,605**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

End of Early Years	Word Reading	Writing	Number	GLD (Good Level of Development)	
2019 (pre-covid)	64%	63%	68%	63%	
<b>2022</b>	64%	61%	76%	61%	
<b>National</b>	65% (-4% difference)				
<b>2023</b>	67%	65%	68%	58%	
<b>National</b>	67% (-9% difference)				
<b>Year 1 Phonics Screening check</b>					
2019 (pre covid)	71%				
<b>2022</b>	85%				
<b>National</b>	75.5% (+9.5% difference)				
<b>2023</b>	83%				
<b>National</b>	81% (+ 4% difference)				
End of KS1 outcomes	Reading	Writing	Maths	RWM combined	
2019 (pre covid)	70%	55%	71%	53%	
<b>2022</b>	61%	42%	66%	42%	
<b>National</b>	67% (-6%)	58% (-16%)	68% (-2%)		
<b>2023</b>	58%	55%	74%	52%	
<b>National</b>	69% (-11%)	61% (-6%)	72% (+2%)	56% (-4%)	
<b>Year 4 Multiplication Check</b>	<b>Number of children achieving full marks 25/25</b>	<b>Average score in Year 4 (60 pupils)</b>	<b>Percentage of pupils achieving the average score and higher</b>		
<b>2022</b>	38%	21.8	75%		
<b>2023</b>	43% (+5%)	22.1 (+0.3)	70.6% (-4.4%)		
End of KS2 outcomes	GPS	Reading	Writing	Maths	RWM combined
2019 (pre covid)	67%	52%	55%	65%	35%
<b>2022</b>	72%	70%	61%	67%	52%
<b>National</b>	72%	74.5% (-4.5%)	69.5% (-8.5%)	71% (-4%)	59% (-7%)
<b>2023</b>	65%	57%	65%	66%	45%
<b>National</b>	72% (-7%)	73% (-16%)	71% (-6%)	73% (-7%)	59% (-14%)

Data taken from OTrack at the end of Summer 2023

PP vs Non-PP	ARE	Reading			Writing		
		PP	Gap	Non-PP	PP	Gap	Non-PP
Y2 (+)	S1	55.6% (15/27)	PP +3.9%	51.6% (16/31)	44.4% (12/27)	PP 5.7%	38.7% (12/31)
Y3 (+)	S2	45.5% (10/22)	Non-PP +20.3%	65.7% (23/35)	45.5% (10/22)	Non-PP +11.7%	57.1% (20/35)
Y4 (+)	S3	60.0% (12/20)	Non-PP +5.8%	65.8% (25/38)	40.0% (8/20)	Non-PP +7.4%	47.4% (18/38)
Y5 (+)	S4	58.3% (14/24)	Non-PP +14.4%	72.7% (24/33)	50.0% (12/24)	Non-PP +10.6%	60.6% (20/33)
Y6 (+)	S5	72.0% (18/25)	PP +4.4%	67.6% (23/34)	48.0% (12/25)	PP 3.9%	44.1% (15/34)
<b>Whole School</b>		58.5% (69/118)	Non-PP +6.4%	64.9% (111/171)	45.8% (54/118)	Non-PP +3.9%	49.7% (85/171)

PP vs Non-PP	ARE	Mathematics			Combined		
		PP	Gap	Non-PP	PP	Gap	Non-PP
Y2 (+)	S1	59.3% (16/27)	PP 1.2%	58.1% (18/31)	40.7% (11/27)	PP +11.7%	29.0% (9/31)
Y3 (+)	S2	72.7% (16/22)	Non-PP +4.4%	77.1% (27/35)	45.5% (10/22)	Non-PP +11.7%	57.1% (20/35)
Y4 (+)	S3	65.0% (13/20)	PP 4.5%	60.5% (23/38)	40.0% (8/20)	Non-PP +4.7%	44.7% (17/38)
Y5 (+)	S4	62.5% (15/24)	Non-PP +13.3%	75.8% (25/33)	45.8% (11/24)	Non-PP +14.8%	60.6% (20/33)
Y6 (+)	S5	60.0% (15/25)	Non-PP +7.6%	67.6% (23/34)	40.0% (10/25)	Non-PP +4.1%	44.1% (15/34)
<b>Whole School</b>		63.6% (75/118)	Non-PP +4.3%	67.8% (116/171)	42.4% (50/118)	Non-PP +5.0%	47.4% (81/171)



### Attainment – whole school

Outcomes in reading and writing in Early Years at the end of 2023 were above those at the end of 2022 by 3% and 4% respectively. At the end of 2022, 58% of pupils achieved GLD. 86% of Reception pupils achieved the expected standard in phonics.

End of KS1 outcomes in Summer 2023 were higher than that of 2022 at 52%; an increase of 10%. All results were broadly in line with those pre-Covid. 83% of pupils passed the national phonics test at the end of Y1 which was 4% above national.

Outcomes at the end of KS2 dipped from 2022 with a RWM combined score of 45%. This was due, in part, to a particularly difficult reading SATs paper. Writing and Maths scores were broadly in line with those from 2022 and better than those pre-Covid.

### Attainment – Pupil Premium pupils

The general trend shows that whilst non-PP pupils out-perform PP pupils in most year groups and in most areas, there is some reversal of this in Years 2 and 6 in some key areas. The narrowest gap between PP and non-PP pupils across school is in writing

### Interventions

Our EYFS lead received 'Talk through Topic' training from the Jerry Clay English Hub in Spring/Summer 2023. This is now being used as a whole school approach to improving the use of subject-specific vocabulary in daily lessons. 'Colourful Semantics' continues to be used as a writing approach in Y1, particularly in the Autumn term. The approach is also used as a writing intervention with pupils who need extra support to structure their sentence level work in other year groups. In Reception, it is used as a 1:1 or small group intervention to support speech and language development. The speech and language assessment carried out by our Sp and Lang therapist at the beginning of the school year helps us to target these pupils. Breakfast Club continues to be available to our working parents every morning at a heavily subsidised rate. Pupils are provided with bagels and juice and have the opportunity to socialise before the start of the school day. Weekly intervention time continues with each class teacher given half a day per week to work with targeted groups of pupils. This is covered by HLTAs covering across a year group. Pupil progress meetings highlight pupils to target for 'keep up' sessions in reading, writing and maths for small group or 1:1 sessions.

### Attendance

Attendance figures for 2022-2023 were as follows: 92.6% for pupils age 5+ and for Reception through to Y6 the figure was 92.2%. There were many lost sessions through leave abroad. Many of our parents have family in Bangladesh and Pakistan and ticket prices are high.

We promote good attendance through a number of strategies including: weekly trophies for the best class attendance, 100% club with names of pupils on display on the classroom door, attendance stickers given out weekly for 100% attendees, 'give it 100%' initiative every term with prizes as an incentive.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
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'The Write Stuff' writing program	The Training Space
Maths Mastery	White Rose maths
Mastering Number	NCETM

## Further information (optional)

At Greenmount we know that our PP numbers are not a true representation of our potential numbers, particularly in EYFS and KS1. We endeavour to establish accurate figures through several points of contact with parents. These include home visits on entry to Nursery and Reception, curriculum meetings and letter drops at other points during the year. We see a general increase in PP numbers as pupils enter KS2 and apply for free school meals.

Enhancing the curriculum and providing enriching life experiences is always a priority for us and a range of after school clubs take place, including basketball and 'Young Voices'.

Sam Mercer from Artforms teaches music to all year groups. After school he provides ukulele and keyboard tuition. Flute lessons take place at a ratio of 1: 3 and piano lessons are 1:1.

Sports coaches work with pupils from Y1 to Y6 during lunchtimes to develop physical skills and collaborative play.

During school holidays, Leeds United Football Foundation runs a Healthy Holiday Club, aimed at PP/FSM pupils. On average, 25 pupils attend this initiative.